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High-School-College
Entrance
Scholarship Fund

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TRUSTEES OF THE SCHOLARSHIP FUND

ARTHUR S. SOMERS, Ex-Commissioner of Education
NICHOLAS MURRAY BUTLER, College Entrance Examination Board
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JOHN H. FINLEY, College of The City of New York.

Tenth Meeting of the Latin Club

The tenth regular meeting of The New York Latin Club is called for Saturday, November 21, at 12 M, in the Hotel Albert, corner of University Place and Eleventh street, New York. Professor A. F. West, of Princeton University, will address the club on the *Latin Subjunctive*. All persons who are interested, whether teachers of Latin or not, are cordially invited to be present. The plan is to serve luncheon (50 cents a plate for everybody) at 12 M, promptly, so that there shall be no delay. The address will follow the luncheon, and adjournment will occur about 2 P M, thus leaving the afternoon still unbroken for those who attend. Please send a postal card at once to the Sec'y, Mr A. L. Hodges, 301 W 101 st, N Y, if you intend to be present, so that we may inform Mr Frenkel, the proprietor of the hotel, how many to expect. Please attend to this at once.

Out-of-town teachers may find it convenient to be in the city on the day announced.

Information as to the conditions of membership in The Latin Club can be had at this meeting, or by referring to Nos 3 and 10 of THE LATIN LEAFLET, or by addressing the Secretary.

H. H. BICE, *President*
A. L. HODGES, *Secretary*

Recent Work of High School Teachers in New York

While the LEAFLET does not make a feature of book notices, it has yet seemed appropriate that a paper maintained chiefly by, and for, High School Teachers should take cognizance of work which indicates a praiseworthy activity among its patrons. Written *sine ira et studio*, and from the standpoint of the practical teacher, such criticism, we believe, will be welcome to the authors, and useful to their colleagues.

Some Remarks on Beginners' Latin Books With Special Reference to "The First Year of Latin" of Gunnison and Harley

IN THREE PARTS—PART I

While I have been asked to review this Latin Primer I am obliged to confess that I am personally not at all in sympathy with the plan of beginning the study of the Latin language with the Commentaries of Cæsar as I consider them both difficult and uninteresting compared with other books that might be chosen. It is impossible that this classic should have as much *meaning* for the average boy, in my opinion, as many others. If the colleges would but take it off their requirements, much better work could be done in Latin, particularly by those who go no farther than the first or second year of the High School.

But in the present state of things, I believe the book under consideration is a very good one in almost every respect. I should like to mention here a few points that I have not seen noticed, with regard to the *desideranda* (not to say *desiderata*) of a good beginners' Latin book.

First, the full spelling (no abbreviations of any kind) should be given of all the principal parts of all verbs and nouns. In the book under consideration this is very satisfactorily approximated. I have had pupils form a wrong impression of the principal parts of a verb, although their inference was perfectly justifiable. Thus (I take this example from a primer now in use in N Y City High Schools), the principal parts of *minuo* are abbreviated: *minuo, -ere, ui, -utum*, the aim evidently being to show in as brief a form as possible that the first *u* in *minutum* is long. But the boy was quite logical in writing out the parts: *Minuo, minuere, minuui, minutum*.

Second, well proportioned exercises. By this I mean not only a sufficient number of illustrations of the principles of syntax but also the proper distribution of these illustrations so that as few as possible shall come before they are explained, and as many as possible after they are explained. Messrs Gunnison and Harley's book errs I think in both these respects. Thus, a tabular view of the sentences, in the first ten lessons, to be translated (Latin-English and English-Latin) would show that 30 examples of the agreement of adjectives with their nouns are in the first four lessons, while the model sentences and the rule do not appear until lesson 8; and that 26 examples of the predicate nominative are in the first eight lessons, although this principle of syntax is not expounded until lesson 9.

Third, the possibility of a regular assignment of new Latin words and new principles of syntax, the